

APPENDIX A

An Opportunity to Teach: Meeting Title II Teacher Education Reporting Requirements.

Contextual Information Section, Pages 33 – 37



III. Contextual Information (optional detail)

This section of the Institutional Questionnaire provides additional information about teacher preparation programs. Contextual information is not required by Title II, but may provide critical information that describes the unique aspects of your teacher preparation program and should be attended to carefully. Individual states may specify which elements of contextual information are required as part of the institutional report to the state.

The U.S. Secretary of Education must file an annual report to Congress on the results of the institutional and state annual reports. The Secretary must have information about the quality of teacher preparation programs and

What if you have multiple field-experience models and student teaching models that will yield unclear data?

Explanation: This question is a good example of when you should respond with contextual information. Avoid allowing others to draw conclusions about your program based on unclear or incomplete information. Include clear but concise explanations in the contextual section of your report.



efforts to improve the quality of teacher preparation programs. Much of this information can be derived only from the contextual information provided by institutions and the states. Without the systematic reporting of contextual information, the Secretary can only rely on the quantitative data provided in the institutional reports.

States and institutions are not limited to the categories of supplemental information offered in the *Reference and Reporting Guide* (see p.8). This manual helps illustrate aspects of your program that are not necessarily explained by numerical calculations (e.g., student-to-faculty ratios in the supervision of student teachers that vary based on models such as traditional student teaching, internships, and professional development schools). Information in this section suggests ways to describe characteristics of the student population (e.g., graduate-only programs, socioeconomic status, English as a Second Language students) that may have an impact on the data.

Additional information provided by your university may be included, so the reader has contextual information that might not otherwise be included in the report. This additional information should be concise, descriptive, and limited to those elements that help the reader better understand your teacher preparation program.

As universities develop their public reports, they may present the contextual or qualitative data first. Doing so would provide a context for the numerical calculations reported in the Institutional Questionnaire (Institutional Report Card). Universities may use this opportunity to fully, but concisely, describe their teacher preparation programs.

What can a state require beyond the federal requirements?

Explanation: States are limited by their own statutory authority. It is not unusual, however, that during the approval process of teacher education programs, a state can require more than the information contained in this document.

Institutions may also include items that have not been described in this manual but which help tell the story of the unique or particularly effective components of their teacher preparation program. In addition, state agencies may require additional data that will be forwarded to the U.S. Secretary of Education.



A. Elements and Definitions

Elements

Contextual elements may include, but are not limited to, the following items.

Program or University Mission. A university's mission may affect performance data, program data or both. For example, universities with an urban mission may have high numbers of nontraditional students, first-generation college students, or alternative licensure programs controlled by the university.

Characteristics of Student Population. Large enrollments of underrepresented populations may affect program data, test data or both.

Program Characteristics. Post-baccalaureate-only programs may yield a difference in program data, test data or both from that of master's-degree-only or bachelor's-degree-only programs. For example, differences in data may result from the type of student teaching experience, prerequisite courses, etc.

Clinical Experiences. Describe the inclusion of the developmental nature of early field experiences, field experiences related to methods courses, and student teaching in this section. Outlining the number of hours in the total experience will clarify issues related to in-school requirements.

Models may vary from traditional semester-long student teaching to full-year internships to professional development schools. Each model that is used by the teacher preparation program affect the data and should be described in this section.

Define models of student teaching at your institution. Different models may exist within an institution. Examples might include full-year internships, professional development school assignments, baccalaureate or fifth year, etc. The focus of this description and data is on the capstone experience.

Why should I devote time to the section on contextual information when it is optional?

Explanation: The Institutional, State, and Secretary's report cards should include more than pass rates and other data. The Secretary of Education's Report to Congress mandates that the Secretary compare the efforts of the states so as to ensure high-quality teacher preparation. Since the U.S. Department of Education has announced that it will not compare pass rates from state to state, it overlooks the question of what will be compared. Extensive descriptive information from each individual institution (via each state) is one possible source.



Describe the process through which supervisors are selected, trained, and evaluated.

Describe the supervision process utilized at your institution. For example, how many times does the university supervisor observe and evaluate each student teacher? What is the relationship between the classroom supervising teacher and the university supervisor? Who determines the final assessment of the student teacher's competency?

Explain the relationship of student teaching to other required clinical experiences.

Program and Student Teaching Admission Requirements. Describe State admission requirements or university admission requirements (or both) since the variation in requirements affect the outcomes.

Graduation or Program Completion Requirements. A narrative description of these requirements provides a comprehensive overview of the program that cannot be gleaned from the data.

Recruitment and Retention in the Program. Special programs and special services—or alternative programs for underrepresented populations or teacher shortage areas—should be described as part of the mission of the program or institution.

Alternative Routes/Programs (University). Describe any alternative program that creates a route to certification *and* is controlled by the university. The state, in consultation with institutions, will define alternate routes. This definition will determine the effect of university controlled alternate routes on pass rate data. They are included in student teaching data in any event.

Faculty Credentials and Characteristics. Emphasize the commitment of well-prepared faculty who have a thorough knowledge of, and involvement in, local schools where students are placed.



Regional and National Accrediting Information. Note your standing regarding national and regional accreditation because it demonstrates that the institution has met additional standards beyond the state and Title II requirements.

Other Evidence of Excellence. Include additional forms of evaluation such as follow-up studies, external assessments, the use of portfolios and other forms of authentic assessment that demonstrate program quality.

Definitions

For the purpose of interpreting the sample questionnaires presented in this manual, three TPAEC developed classifications are offered. Each is based on when the state-required tests or assessments are administered. In general, institutions can be classified as a 'gatekeeper' institution, an 'exit' institution, or a 'licensure' institution.

Gatekeeper Institution

Some or all of the state-mandated tests are required prior to admission to a program or prior to a specified experience within a program (e.g., student teaching).

Exit Institution

All of the state-mandated tests are required for graduation or program completion or both.

Licensure Institution

All state-mandated tests are required for licensure/certification but not for graduation.

The sample questionnaires in the Appendix of this manual represent these three categories. Contextual information appropriate for gatekeeper, exit, and licensure categories is included in the sample questionnaires. This will allow readers to focus on the example that best fits their institution.

APPENDIX B

Definitions of “Limited” and “Temporary” Certificates

D. **Limited Standard Certificate - Non-Renewable (Substandard)**

The Limited Standard certificate may be issued for a period of one to six years depending on circumstances defined below. **The Limited Standard certificate carries no salary penalty and is non-renewable.** This certificate shall not be issued at the request of an individual. It is usually issued to employees of a public school district or other state agency requiring certified educational personnel, upon the request of the personnel designee of the organization, if the employee has not fully satisfied the requirements for a Standard certificate and one or more of the following conditions apply:

1. **Limited Standard - Test (LS-T)**

Issued for a period not to exceed two fiscal years to persons who have not, as yet, satisfied the State Board of Education testing requirement.

The local school district superintendent shall request that this certificate be issued to a new employee who has not been previously employed in a Delaware public school district, and who has not shown evidence of satisfactory performance on the Pre-Professional Skills Test (PPST). The effective date for this non-renewable certificate shall be the date the employee begins service and the expiration date shall be June 30 of the next, consecutive fiscal year.

2. **Limited Standard - Coursework (LS-C)**

Issued for a period of up to three years to a public school employee who is lacking ~~no more than twelve graduate or undergraduate college level semester hours and who has successfully met all testing requirements.~~ A Limited Standard- Coursework certificate may be issued to:

- a. an employee who meets all course requirements for a Standard certificate, but who has been out of college five years or more. Six semester hours of college level coursework will be required to be taken during the life of the Limited Standard certificate, or prior to the issuance of the Standard certificate (see Section V. C., Refresher Coursework);

- or -

- b. an employee who holds an expired regular Standard, Professional Status or Initial Standard certificate, but who has not taught on that certificate for at least three years during the most recent five year period. Six semester hours of college level coursework will be required of such an applicant for renewal of the Standard certificate (see Section V. C., Refresher Coursework);

- or -

- c. an employee who meets the requirements for the Limited Standard as set forth in the Specific Requirements for any individual certificate (see Specific Requirements.);

- or -

- d. an employee who is reassigned to continue for more than one year in a "partial assignment" (see Section IV. H.). At that point the employee shall have three years to complete all the specific requirements for certification in the area of the partial assignment, regardless of the number of credits needed. Said employee shall hold a current, valid, Standard certificate in another, similar/related content area.

3. Limited Standard - Vocational (LS-V)

May be issued for a period of up to six years for employees in a vocational Trade and Industry area, who need no more than sixty semester hours of college level coursework and who are also required to satisfy the Delaware State Board of Education testing requirement within that same time period.

4. Limited Standard - Shortage/Critical Need (LS-S)

May be issued for up to three years in areas of shortage designated annually by the Delaware State Board of Education. Requirements are established in accordance with areas of need by the Office of Certification, for approval by the State Board. In this instance, the certificate may be issued to an employee who has at least a Bachelor's degree with a major in the subject area identified by the Delaware State Board of Education as being an area of critical shortage.

5. Limited Standard - Internship (LS-I)

May be issued for a period of one year for employees who meet all requirements for a Standard certificate other than student teaching; and/or who have been accepted to participate in an approved Internship program; and/ or are teaching through a special program. A Limited Standard Internship certificate may be issued to an employee who is :

- b. a. an exchange teacher from a foreign country;

-or-

- b. a teacher in an exchange program organized between states and/or schools and/or institutions of higher education and/or state education agencies within the United States;

-or-

- c. a teacher from a foreign country who holds a valid certificate from that country and a degree equivalent to a Bachelor's degree as defined in the United States;

-or-

- d. a person employed by a Delaware public school district who will have the first year of employment used "in lieu of student teaching" or who is in the process of serving "one year of supervised experience" in order to meet an experience requirement stated for a specific certificate. Either case requires the prior approval of the Office of Certification. (See Section III. A. 5.)

F. Temporary Certificate - Non-Renewable (Substandard)

Issued at the written request of a local district superintendent under emergency conditions to a person who is unable to meet the certification requirements at the Standard or Limited Standard level. **This certificate classification carries a reduction in salary and shall not be requested prior to August 15 of any year. The Temporary certificate is a one-year, non-renewable certificate.** Salary for an employee issued a Temporary certificate in an academic area (see below) shall be 10% less than the salary for an employee issued a Standard certificate with the same experience and salary level. Salary for a Temporary certified person in an area of Trade & Industry (see below) shall be reduced by \$400 from that of the Standard certified person having the same experience and salary level. A Temporary certificate may be issued to an employee who meets one of the three situations listed below:

1. Academic (10% salary reduction)

- a. A non-degree employee for a regular teaching position who is currently engaged in pursuing a Bachelor's degree and who has completed all professional education requirements including student teaching, but who lacks no more than six semester hours of credits for completion of the Bachelor's degree requirements;

- or -

- b. a non-degree employee for a regular teaching position who has completed no less than two years of college training and who has no less than three years of successful teaching experience;

- or -

- c. an employee who is a graduate of a non-accredited college. No higher level certificate may be issued until the degree is validated by a means listed in the General Regulations, Section III, B.3.

2. Trade and Industry (\$400 salary reduction)

A non-degree employee for a Trade and Industry teaching position who has less than six years of work experience or two years beyond the learning period in the trade or industrial occupation to be taught.

3. Special Situations

- a. May be issued to any employed person who fails to meet the requirements for renewal of a Professional Status certificate, a Standard certificate, or the requirements specified under the Limited Standard certificate, provided the local district superintendent/designee chooses to make a written request for the certificate. Salary reduction will be based on whether the employee holds an Academic or Trade and Industry position; or
- b. at the request of the local district superintendent/designee to an employee who fails to meet the coursework requirements specified for a Standard or Limited Standard certificate within the period specified by that certificate. Such request shall **not** be made when an employee fails to meet the testing requirement within the time specified by the Limited Standard-Test; or
- c. to an individual at the specific request of the employing local district superintendent to the State Superintendent of the Department of Public Instruction, upon providing appropriate documentation as specified in Section II, A.3. a . i. and ii.

APPENDIX C

Draft IHE Report to the State

Institutional Report

Annual Institutional Report on Teacher Preparation Academic Year 1999 - 2000

Institution Name	
Respondent Name	
Title	
Telephone Number	
E-mail Address	
Fax Number	
Complete Mailing Address	
Respondent Name	
Title	
Telephone Number	
E-mail Address	
Fax Number	
Complete Mailing Address	

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, Appendix B of the Guide.

Section I. Pass Rates

Please provide the pass rate information in the following Institutional Report Tables 1 and 2. The pass rates report the performance of program completers on the assessments that Delaware requires for initial certification. For the 1999 - 2000 cohort of program completers, these tests are Praxis I: reading, writing, and mathematics, either the "paper and pencil" version or the CBT version (computer based test). The Guide defines program completer as:

a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

Also, we are looking at completers of teacher preparation programs for *initial* certification or licensure.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. *For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.*

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See the Guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

You may enter the information on the following page OR, if available, attach spreadsheets from ETS that contain the required information.

Submit your information as an attachment to an e-mail or on a diskette formatted for a PC.

Table 1

**Single-Assessment Institution-Level Pass-rate Data:
Regular Teacher Preparation Program**

PRAXIS I Assessments (Basic Skills)

State: Delaware

Institution Name:

Academic Year 1999 - 2000

Number of Program Completers for the Institution:

Subtest Name	ETS Assessment Code Number	Number Taking the Assessment	Number Passing the Assessment	Institutional Pass Rate	Statewide Pass Rate
"Paper and Pencil" Version					
Reading					
Writing					
Mathematics					
CBT Version (Computer Based Test)					
Reading					
Writing					
Mathematics					

Table 2

**Aggregate and Summary Institution-Level Pass-rate Data:
Regular Teacher Preparation Program**

PRAXIS I Assessments (Basic Skills)

State: Delaware

Institution Name: [REDACTED]

Academic Year 1999 – 2000

Number of Program Completers for the Institution: [REDACTED]

Subtest Name	Number Taking the Assessment	Number Passing the Assessment	Institutional Pass Rate	Statewide Pass Rate
"Paper and Pencil" Version				
Aggregate				
CBT Version (Computer Based Test)				
Aggregate				
"Paper and Pencil" Version				
Summary				
CBT Version (Computer Based Test)				
Summary				

Section II. Program information

(A) Number of students in the regular teacher preparation program at your institution.

Please specify the number of students in your teacher preparation program during the academic year 1999-2000. Include all areas of specialization.

(1) Total number of students enrolled in teacher preparation programs during the 1999 – 2000 academic year	
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(B) Information about supervised student teaching

(1) Number of students in programs of supervised student teaching during the 1999 – 2000 academic year (Include students in regular programs and any alternative route programs.)	
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(2) Number of supervising faculty who were:	
(a) Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students	
(b) Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program	
(c) Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do <u>not</u> include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty	
(d) The total number of supervising faculty for the teacher preparation programs during the 1999 – 2000 academic year.	

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

3. For the supervised student teaching programs, the student-faculty ratio. (Divide the number of students in B-1 by the total number of supervising faculty in B-2 (d).	
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4. (a) The average number of hours per week required of student participation in supervised student teaching in these programs.	
4. (b) The total number of weeks of supervised student teaching required.	
4. (c) The total number of hours required.	

C. Information about state approval or accreditation of teacher preparation programs

1. Is your teacher preparation program currently approved or accredited by the state?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
2. Is your teacher preparation program currently under a designation as "low performing" by the state, pursuant to Section 208(a) of the Higher Education Act of 1998?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

Section III. Contextual or Supplemental Information (optional)

Please include additional information that describes your teacher preparation program(s). Include this information in a separate document.

Section IV. Certification

Submit the original of this signed page.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

Name of institutional representative responsible for teacher preparation programs

Signature

Title

Date

Name of institutional representative responsible for teacher preparation programs

Signature

Title

Date

Certification of review of submission:

Name of President, Chief Executive, or Designee

Signature

Title

Date

APPENDIX D

Communication from ETS About 100% Pass Rates and Quartiles

September 19, 2000

Educational Testing Service



Dr. Patricia Bigelow
Assistant Director of Planning
Office of Certification & Professional Standards
Delaware State Dept. of Education
P.O. Box 1402
Dover, DE 19903

Dear Patricia:

I am writing to update you about the progress of aggregating program completer information for Title II. The web site has been open for several weeks, and we have not received any inquiries from contacts about being unable to locate the website or enter data. Data entry appears to be running smoothly.

Passwords were sent to those state agencies that requested them. The state agency password allows the Title II contact to enter the website at any time and to monitor data entry for each state institution. For your convenience, I am including a list that identifies which teacher preparation programs in your state requested passwords and which started data entry. A preliminary review of the program completer information indicates that are data entry errors for social security numbers and duplicate entries for a completers. I would recommend that you encourage your institutions to verify their data.

At the request of several state agencies, Educational Testing Service has decided to perform the quartile calculations for those states for which we are calculating passing rates. This service will be provided at no additional cost. I am also including an ETS resolution description model that may help with your state plans.

I also recently sent a postal card to each teacher preparation program Title II contact reminding them to enter their regular program completer data by November 1. On that postal card, I also included a message at the request of the United States Department of Education (USDE) to clarify the "Rule of Ten" issue. (See box below)

Although programs with fewer than 10 completers or those that are reporting 100% pass rates do not have to rely on ETS to calculate their pass rates, these programs do need to provide program completer information to ETS for the calculation of the statewide pass rates. Please refer questions on this to Westat (877) 684-8532 or e-mail title2@westat.com.

A related issue involves the cost to teacher preparation programs with fewer than ten completers. You may recall ETS's fee schedule includes a charge of \$250 for those institutions only

requiring a match to be done and not an institutional report. Jay Noell at the USDE has requested that ETS survey the state agencies on how to handle this fee, since the small program institutional data is needed only for the state report. Please note that the \$250 only applies to a teacher preparation program if they have no institutional passing rate report, not if some licensure areas have fewer than ten completers. For the six states who have agreed to pay for their teacher preparation programs, this is not an issue. I am including a form for you to complete regarding this program remittance question. If you have questions or concerns, please contact Jay Noell at (202) 502-7281.

In addition to the "Rule of Ten" issue, the USDE also notified ETS about a rule that the USDE developed for aggregating data across campuses. If a campus is a separately accredited teacher preparation program, ETS will issue, in accordance with USDE policy, a separate passing rate report for that campus. If campuses do not have individually accredited teacher preparation programs, their data will be aggregated across all campuses for that institution and one institutional report will be generated. ETS has no way of determining the accrediting status for campuses. To accurately develop reports, ETS will need each state agency to identify which campuses are individually accredited. The enclosed form provides an opportunity for you to respond to this question.

I am continuously grateful for the cooperation that you are providing in accomplishing this large undertaking.

Sincerely,

A handwritten signature in cursive script that reads "Pat Hartanowicz". The signature is written in dark ink and is positioned above the printed name.

Patricia Hartanowicz
Teaching and Learning Division
Educational Testing Service

APPENDIX E

List of Certification Areas

License Name	License Code
Adult Education - Basic And General	TESAQA
Adult Education - English	TESAQB
Adult Education - Mathematics	TESAQC
Adult Education - Secondary	TESAQD
Adult Education/ESOL	TESAQF
Adults With Special Needs	TESAQE
Agriculture, Cert II, Horticulture	TESWH
Agriculture, Cert II-Agriculture Business	TESWVB
Agriculture, Cert II-Agriculture Specialist	TESWVP
Agriculture, Cert I-Comprehensive	TESWA
Agriculture, Cert II-Agriculture Engineering	TESWC
Agriculture, Cert II-Agriculture Mechanics	TESVAM
Agriculture, Cert II-Animal Science	TESWVS
Art - Comprehensive K-12	TESAQG
Art - Elementary 1-8	TESAQH
Art - Secondary 7-12	TESAQI
Bilingual - Elementary	TELAGL
Bilingual - French Mathematics	TESBFM
Bilingual - French Social Studies	TESBFS
Bilingual - French/Elementary	TELAMF
Bilingual - French/Secondary	TESBBF
Bilingual - Social Studies	TESBUD
Bilingual - Spanish Biology	TESBBB
Bilingual - Spanish English	TESBGG
Bilingual - Spanish Mathematics	TESBMB
Bilingual - Spanish Social Studies	TESBPB
Bilingual - Spanish/Comprehensive	TELATB
Bilingual - Spanish/Elementary	TELAEB
Bilingual - Spanish/Secondary	TELABP
Bilingual Education - Secondary	TESBBG
Biology	TESSBT
Business Ed -Bookkeeping and Related Business Subjects	TESVBK
Business Ed -Comprehensive	TESVBC
Business Ed -Shorthand	TESVWK
Business Ed -Shorthand and Related Secretarial Subjects	TESVVK
Chemistry	TESSCT
Children With Learning Disabilities	TEEXLD
Chinese/Comprehensive	TELATC

Chinese/Elementary	TELACE
Chinese/Secondary	TELAHS
Comprehensive Mathematics	TESMCM
Computer Science	TESMCO
Distributive Education	TESVDB
Drama	TESODR
Driver Education	TESOTD
Earth Science	TESSDI
English	TELAOE
English to Speakers Of Other Languages	TELAOL
Exceptional Children - LD And MH	TEEXXE
Exceptional Children - LD And SED	TEEXXC
Exceptional Children - LD, MH Andq PI	TEEXXF
Exceptional Children - LD, SED And MH (Sec. 7-12)	TEEXXI
Exceptional Children - LD, SED, MH (1-12)	TEEXXL
Exceptional Children - LD, SED, MH (Elem. 1-8)	TEEXXH
Exceptional Children - LD, SED, MH, PI (1-12)	TEEXXJ
Exceptional Children - MH And PI	TEEXXG
Exceptional Children - SED And MH	TEEXXD
Family And Consumer Sciences	TESVHZ
Family And Consumer Sciences - Cert. IIA - Care & etc.	TESVHG
Family And Consumer Sciences - Cert. IIB - Food Management	TESVHF
Family And Consumer Sciences - Cert. IIC - Fabric, Home etc.	TESVHU
Family And Consumer Sciences - Cert. IID - Inst. Services,etc	TESVHV
Family And Consumer Sciences - Cert. I - Comprehensive	TESVHC
French/Comprehensive	TELAFR
French/Elementary	TELAFE
French/Secondary	TELASF
General Science	TESSTG
German/Comprehensive	TELAGR
German/Elementary	TELAEG
German/Secondary	TELASG
Health Education	TESOHL
Industrial Arts	TESVTA
Industrial Arts/Technology Education Endorsement	TESVMD
Italian/Comprehensive	TELAIT
Italian/Elementary	TELAEI
Italian/Secondary	TELASI
Latin/Comprehensive	TELALA
Latin/Elementary	TELALE
Latin/Secondary	TELASL

Learning Disabilities - Bilingual Spanish	TEEXLG
Marketing Education	TESVMK
Middle Level Mathematics	TESMMM
Music - Comprehensive K-12	TESAQJ
Music - Elementary 1-8	TESAQK
Music - Instrumental	TESAQM
Music - Secondary 7-12	TESAQL
Non-Academic Mathematics	TESMNM
Physical Education - Comprehensive K-12	TESAQN
Physical Education - Elementary 1-8	TESAQO
Physical Education - Secondary 7-12	TESAQP
Physical Education And Health 1-12	TESAQQ
Physical Science	TESSTP
Physically Impaired (1-8)	TEEXPM
Physically Impaired (7-12)	TEEXP3
Physics	TESSPH
Polish/Greek / Comprehensive	TELAPG
Polish/Greek / Elementary	TELAEP
Polish/Greek / Secondary	TELAGS
Russian/Comprehensive	TELARU
Russian/Elementary	TELAER
Russian/Secondary	TELAOR
Social Studies	TESTSS
Spanish/Comprehensive	TELATS
Spanish/Elementary	TELAES
Spanish/Secondary	TELACS
Special Education - Bilingual	TEEXXB
Speech	TESOEH
Students With Mental Handicaps	TEEXHM
Students With Serious Emotional Disturbance	TEEXWD
T&I Agriculture Mechanic	TETICG
T&I Air Conditioning and Refrigeration	TETIT1
T&I Allied Health, Other	TETIAH
T&I Alternative Education	TETIAL
T&I Appliance Repair	TETIT2
T&I Auto Body Repair	TETIT3
T&I Auto Mechanics	TETIT4
T&I Automotive Services	TETICR
T&I Aviation	TETIAV
T&I Aviation Mechanics, Airframe & Powerplant	TETIT5

T&I Avionics	TETIT6
T&I Baking	TETIT7
T&I Barbering	TETIT8
T&I Bricklaying	TETIT9
T&I Building Trades	TETIBD
T&I Buildings and Ground Maintenance	TETIGM
T&I Buildings And Grounds Maintenance With Special Ed.	TETIBL
T&I Business Education-Information Services/Systems	TETIIV
T&I Career Orientation (Exploring Occupations)	TETIEO
T&I Carpentry	TETITY
T&I Carpentry - Exceptional Children	TETINR
T&I Chemical Technology	TETICN
T&I Child Care	TETIKC
T&I Civil Engineering Aide	TETICV
T&I Clinical Laboratory Assisting	TETICL
T&I Clothing & Textiles	TETITX
T&I Commercial Art	TETICA
T&I Commercial Foods	TETICF
T&I Commercial Photography	TETIGP
T&I Cook (Chef)	TETICC
T&I Cooperative Diversified Occupations	TETICD
T&I Cooperative Vocational Education Programs	TETICP
T&I Cosmetology (Beauty Culture)	TETICB
T&I Criminal Justice Technology	TETICJ
T&I Data Processing	TETIRO
T&I Dental Assistant	TETIDA
T&I Dental Assisting	TETIID
T&I Dental Laboratory Technology	TETILB
T&I Dental Technician	TETIDL
T&I Diesel Mechanic	TETIDM
T&I Drafting and Design	TETIDD
T&I Electrical Technology	TETING
T&I Electricity (Residential, Commercial, Industrial)	TETIRC
T&I Electronic Data Processing (Machine Installations and Repair)	TETIIR
T&I Electronic Data Processing (Machine Operation)	TETITO
T&I Electronic Technology	TETILT
T&I Engineering Technology	TETIHN
T&I Environmental Technology	TETIVT
T&I Exploring Occupations For Handicapped	TETIOD
T&I Food Management (Production & Services)	TETIMP

T&I General Contracting	TETIGC
T&I Graphic Arts	TETIGA
T&I Health Occupations	TETIHO
T&I Heating, Air Conditioning, Refrigeration Mechanics, General	TETIFG
T&I Horticulture (Greenhouse Operations)	TETIGH
T&I Industrial Chemistry	TETIIC
T&I Industrial Electricity (Electrical Construction)	TETIIE
T&I Industrial Maintenance Mechanics	TETIIH
T&I Instrumentation	TETIIM
T&I Introduction to Vocations	TETIVI
T&I Iron Workers Specialist	TETIWS
T&I Journalism (Communications and TV Productions)	TETIJJ
T&I Library Aide	TETIAI
T&I Machine Shop	TETISH
T&I Machine Tool Operation/Machine Shop	TETIMR
T&I Major Appliance Repair	TETIMJ
T&I Marine Engines Technician	TETIMG
T&I Marketing And Distribution, Other	TETIMQ
T&I Masonry	TETIMN
T&I Mass Media	TETIZM
T&I Materials Handling	TETIMH
T&I Mechanical Drawing	TETIDG
T&I Medical Assisting	TETIXM
T&I Medical Secretarial	TETIML
T&I Medical Service	TETISV
T&I Mill and Cabinet	TETIMC
T&I Nursing Assistant	TETINA
T&I Nursing Assisting	TETINU
T&I Occupational Coordinator - Cooperative Work Experience	TETIHW
T&I Occupational Coordinator - Instructional	TETIHO
T&I Operating Engineer	TETIOP
T&I Other	TETIOH
T&I Photography	TETIIP
T&I Pipefitter	TETIPF
T&I Plastics	TETIPL
T&I Plumbing	TETIPI
T&I Plumbing and Heating	TETIHP
T&I Practical Nursing	TETIPN
T&I Prevocational Education	TETIPV
T&I Printing	TETINT

T&I Radio And TV Production And Broadcasting Tech.	TETIV
T&I Radio and TV Repair	TETIRA
T&I Sheetmetal	TETIEM
T&I Small Engine Repair	TETIGN
T&I Solar Energy	TETIGY
T&I Special Education Endorsement	TETIUC
T&I Stationary Engineering	TETIGI
T&I Supermarket Careers	TETISK
T&I Tailoring	TETITR
T&I Theater Production	TETIRP
T&I Upholstery	TETIUP
T&I Vocational Areas Other	TETIOA
T&I Warehousing	TETIWH
T&I Welding	TETIWE
Technology Education	TESVPC
Autistic Child	TEEXAU
Gifted And Talented - Secondary	TEEXGT
Theatre	TESOTH
Visually Impaired (1-8)	TEEXBN
Basic Skills Specialist - Mathematics	TESMBM
Cooperative/Occupational Diversified Occupations etc.	TESVDO
Early Care and Education (0-K)	TEECEC
Early Childhood - Special Education	TEEXHD
Elementary Teacher 1-8	TEELET
ESOL/Secondary	TELAEL
Gifted And Talented - Elem.	TEEXGV
Gifted And Talented - Sec.	TEEXGT
Hearing Impaired	TEEXHI
Journalism	TESOJO
Journalism Endorsement	TESOEJ
Middle Level Teacher	TEMIME
Middle Level Teacher 5-8 (Except 7&8 Science/Math)	TEMIMI
Teacher of Early Childhood/Primary K-4	TEPYK4
Speech	TESOMS
Speech Endorsement	TESOMS
Theatre	TESOMT
Visually Impaired (7-12)	TEEXB1

APPENDIX F

Communications from USDOE and ETS About Versions of Praxis I

To: Patricia Bigelow@SCB@DPI
From: "Allison Henderson" <HENDERA1@WESTAT.com>
Cc:
Subject: Response to Questions
Attachment: Headers.822
Date: 9/12/00 12:23 PM

Pat--

Thanks for calling me back! Sorry I didn't get back to you sooner -- I've been on Title II travel. Jay Noell at the Department did follow up w/ETS on your testing questions -- here's his response. I'll talk to you later about the question you left this morning.

Allison

Allison Henderson
Title 2 Technical Assistance Helpline
Westat
Office (301) 251-4291
Toll-Free (877) 684-8532
Title2@westat.com
web site www.title2.org

-----Original Message-----

From: Noell, Jay [mailto:Jay_Noell@ed.gov]
Sent: Friday, August 25, 2000 4:40 PM
To: 'hendera1@westat.com'; 'gutmanb1@westat.com'
Subject: Delaware Q1-2

ETS considers the two forms or versions of Praxis I--namely, paper and pencil vs. computer--as two different tests. Thus each must be reported separately.

This will result in small N (less than 10 test-takers) problems for us/IHEs, but that is what ETS wants to do, and given that they are its tests, we should agree.

Thanks.

Jay

To: Title II Contacts
From: Patricia Bigelow@SCB@DPI
Originated by: "Hartanowicz, Pat" <PHartanowicz@ets.org>
Cc:
Subject: fwd: RE: Title II Questions re Data Input and Praxis I ...
Attachment: Headers.822,BEYOND.RTF
Date: 9/19/00 10:43 AM

Dear Barbara, Barbara, Cynthia, and Patty ...

Here is a response to our question about "completer's state." (Please read below in the response from Pat Hartanowicz.)

Also, Pat is generating pass rate rules for "mixing and matching" paper and pencil and CBT forms of Praxis I. Stay tuned for this one.

Pat

From: "Hartanowicz, Pat" <PHartanowicz@ets.org>, on 9/16/00 2:59 PM:
To: Patricia Bigelow@SCB@DPI
Cc: ISMTP@OISSMTP1@Servers["Piro, Debra" <dpiro@ets.org>], ISMTP@OISSMTP1@Servers["Sarver, Peggy" <psarver@ets.org>]

Hi Pat,

1. there home state

2. I am generating passing rate rules that takes into account mixing and matching. You will receive a copy shortly to verify. I believe it provides a fair method of calculating pass rates.

Pat-----Original Message-----

From: pbigelow@state.de.us [mailto:pbigelow@state.de.us]
Sent: Friday, September 15, 2000 12:54 PM
To: title2@ets.org
Subject: Title II Questions re Data Input and Praxis I ...

Dear Pat ...

Two more questions from Delaware based on a meeting that I had this morning with our IHE Title II representatives.

1. On the data entry website ... what do you mean by "Completer's State"? Is this the state of the program completer's home address? (For example, I am a New York resident and am a program completer at the University of Delaware -----> my state is New York.)

2. A question came up about the paper and pencil and CBT forms of Praxis I (the only test that Delaware requires for initial certification).

USDOE has informed us the pass rates for the paper and pencil and CBT forms will be reported separately ... "ETS considers the two forms or versions of Praxis I -- namely, paper and pencil vs. computer --- as two different tests. Thus each must be reported separately."

In Delaware, we allow people to mix and match the testing form. For example, a student may take the paper and pencil reading and writing test and the mathematics CBT.

Now, let's say a student passes the paper and pencil reading and writing tests but fails the mathematics paper and pencil test. The student then takes the mathematics CBT and passes it. The IHE and state would consider that this person has met the Praxis I requirement since s/he has passed all three tests.

The question to you is this ... Will you generalize the "count the higher score" rule across forms of the test ... in situations such as the above, when students mix and match test forms? In the situation above, would the student count as a Pass for the reading and writing paper and pencil test and a Pass for the mathematics CBT? And, furthermore, would the student NOT count as a fail in the mathematics paper and pencil?

Our IHE's are very concerned in these mix and match situations that a student may count as a fail in one form of the test even though s/he successfully passed the test in the other form.

I hope that this question is clear. Please call me at 302-739-4686 if you would like clarification.

Thank you for responding to our questions.

Patricia Bigelow

APPENDIX G

Sample ETS Website Page for Institutional Data Entry

Teaching
and Learning Division



Title II Institutional Data
UNIV OF DELAWARE



View Page

Last Name:
First Name:
Middle Init.:
Alternate Last Names:
Date of Birth:
SSN:
Address:
City:
State:
Praxis Candidate ID Numbers:
Certification Areas/Programs:

[Return](#)

[Home](#)

If you experience any difficulties, click here to email ETS: title2@ets.org.

APPENDIX H

ETS Correspondence About Web-based Reporting System

**Educational Testing Service
Title II 2000-2001 Reporting Schedule
for the
1999-2000 Cohort Year**

August 15 – November 1, 2000: Institutions of higher education (IHEs) submit their cohort lists of program completers and related information needed for matching and pass rate calculation to Educational Testing Service (ETS). During this period, IHEs may add or delete cohort members and may edit their information as often as needed.

November 1, 2000: Deadline for IHEs to submit their cohort lists of program completers to ETS. The ETS Title II Reporting Website will close after this date. ETS begins initial matches.

November 27 – December 10, 2000: The ETS Title II Reporting Website will reopen so that IHEs may check the matches of their program completers against the Praxis database. During this period IHEs may add or delete cohort members and modify demographic information for those who did not match. To enable IHEs and states to meet their reporting deadlines, ETS is not able to accept cohort changes beyond December 10th.

December 11, 2000 – February 14, 2001: ETS will use the new or modified information to try to match those not found initially. ETS will extract test scores for matched program completers and calculate pass rates.

January 8, 2001: ETS will send scores and demographic data to those states calculating their own pass rates.

February 14, 2001: ETS will send IHE reports by this date.

February 14 – March 14, 2001: This period is for resolving questions that IHEs and/or states may have concerning pass rate reporting. If ETS has made an error, it will correct the error at no charge. If the IHE has made an error, ETS will correct it and regenerate the report; however, a fee will be charged for that service.

March 28, 2001: ETS sends states or IHEs any final corrected reports by this date.

June 1, 2000

August 23, 2000

Educational Testing Service



Dear Title II Contact:

Your institution has been identified by your state agency as an accredited teacher preparation program. As such, your institution will be required to prepare a report to the state-credentialing agency by April 7, 2001 for HEA Title II¹. This report includes, among other documents, the passing rates of your program completers on the state-adopted licensure tests. The tests adopted by your state for licensure are developed and administered by Educational Testing Service (ETS). I am writing to explain the process that ETS developed to help our clients comply with HEA Title II.

The process of preparing the passing rates for the licensure tests is complicated. Examinees frequently code their registration forms incorrectly. This prevents each institution from receiving accurate score reports for their program completers. In order to comply with the congressional mandate of reporting accurate passing rates, ETS, at the request of and in cooperation with your state credentialing agency, is establishing a cohort reporting system for their client states.

This system

- collects institutional cohort demographic information,
- matches each cohort member with the correct test by licensure area,
- provides a verification system for the cohort data that enables each institution to identify matched tests and passing status for each cohort member,
- calculates the test passing rates, aggregate passing rates, and summary passing rates for each institution in your state,
- provides an electronic report to each institution in your state, and
- calculates the state passing rates for assessments used for licensure.

Each of the state credentialing agencies for which ETS provides services had the opportunity to decide whether their higher education institutions would directly provide cohort information to ETS or whether the state agency would aggregate their institutional cohort information and collectively submit the state cohort to ETS for the match process. Your state agency decided that institutions in your state would be able to submit cohort information directly to ETS. To facilitate the aggregation of the cohort data from the institutions, ETS developed a Title II website. Through use of this website, ETS will be able to aggregate your cohort information. You will either be able to enter cohort members individually or submit on a diskette an ASCII file of the cohort information.

¹ A copy of the Title II Guideline is available at www.title2.org

Manual Entry of Cohort Data into Website

For those who submit their cohort information manually, you will find several drop-down menus, which will facilitate data entry for your cohort. I am including the names of the fields (column 4 – Field Name on the green sheets) that you will have to collect. While required fields are identified, please try to gather as much of this information as possible. It will improve the accuracy of the match. Your certification fields were already provided by your state agency and will be available through a drop-down menu.

Cohort Data Submitted by ASCII file to ETS

The record positions and field lengths (columns 2 and 3 on the green sheets) are included for those institutions whose cohort is too large to enter manually. These institutions will submit an ASCII file of their data using the fixed field format. You will enter for each cohort member, the correct licensure/certification/ program code. The state-specific codes are included with this layout. Please use the **code** and not the name of the licensure/certification/ program. If you submit an ASCII file, the file will be uploaded to the website within seven business days after receipt of the diskette. If the file format or data is not correct, the diskette will be returned along with the problems ETS was able to identify.

Regardless of the method that you choose to submit your cohort information, you will be able to enter, edit, and delete cohort information on the website as many times as you like between August 15, 2000 and November 1, 2000

Passwords

The website will be secure and password protected at two levels. One password will allow you to enter the site and a second unique password will be assigned to each institution that ETS services. To receive the passwords, you must complete the white form and fax it to Debbie Piro @ 609-734-5400. This form verifies that you are the correct Title II contact at your institution and indicates that you understand the process for using the passwords. Only the Title II contact at each institution should complete this form. Within seven business days of receiving your fax, you will receive by certified return-receipt requested mail, the passwords and location of the website.

For your convenience, I am including the ETS schedule for the process of reporting the Title II reports (lavender sheet). ETS will:

- ✓ be reporting scores for tests taken by cohort members through August 31, 2000. Tests taken after this date will be reported in the 2004 follow-up report.
- ✓ search their database for cohort scores for five years previous to August 31, 2000. (September 1, 1995-August 31, 2000). This is specified by federal guidelines.
- ✓ only calculate passing rates for assessments in which there are ten program completers.
- ✓ provide an electronic report with supporting documentation for each cohort member.

The fee for this service is \$500 per institution. Each state agency will decide how it wants the fee to be invoiced. Once this has been determined, ETS will invoice this service according to the state agency's decision.

I appreciate the complexity of the issues facing you. If you haven't started aggregating your information, I am including steps you might want to consider as you initiate the reporting process (yellow sheet). If you have questions, the easiest method to receive a response to your inquiry is to e-mail your question to *title2@ets.org*. Every effort will be made to promptly respond to your questions. Thank you for your cooperation and assistance in completing the Title II Report for your state.

Sincerely,

A handwritten signature in black ink that reads "Patricia Hartanowicz". The signature is written in a cursive, flowing style.

Patricia Hartanowicz
Title II Project Director
Teaching & Learning Division

Enclosures: Cohort Data Layout (green)
Verification of Title II Contact (white)
ETS Schedule (lavender)
Suggestions (yellow)

APPENDIX I

ETS Communication About the Resolution Process

Resolution Process for Discrepancies Regarding Passing Rates

After pass rate reports are issued by ETS:

1. The IHE will identify any perceived errors and notify ETS as soon as possible but no later than March 14 via e-mail at title2@ets.org
2. ETS will investigate the inquiry, respond by e-mail whether there will be a corrective action, and whether there will be a fee. ETS will correct at no cost any changes due to an ETS error.
3. If an institution disagrees with ETS's response, it will notify the state agency about the dispute and inform ETS that it is notifying the state agency.
4. The state agency will contact ETS about the dispute and help mediate a resolution.
5. If the dispute is unresolved, the state agency will contact the U. S. Department of Education to assist in mediation of the disputed issue